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Agricultural Education

Issue Theme

Cooperation With Other Agricultural Agencies

Pride in Possession

"We must all hang together or we shall hang separately."
—BENJAMIN FRANKLIN.

EDITORIAL COMMENT

AGRICULTURAL EDUCATION
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TRAINING FOR AN ORGANIZED AGRICULTURE

LONG ago the more foresighted farmers came to a realization that agriculture must organize if those who practice it are to compete on even terms with their fellow citizens in other occupations.

More recently this idea has been accepted by urban leaders as well. So willing have city interests become that farmers should organize that governmental agencies have been able for years to urge it, practically without interference. The farm relief legislation passed this year is mainly a crystallization in law of the general belief that farmers should develop efficient organizations.

During all the years that this idea has been developing, what has been the attitude and the contribution of vocational agriculture, as taught in our public schools?

Well, perhaps the indirect results have been rather large, but certainly we have never grappled with the problem in the direct and straightforward manner we should have. Rather commonly we have been on the defensive in our relations with farmers' organizations. We missed our chance to assist materially in a great movement.

But there is no use in bewailing the past. There are evidences that we are awakening to the possibility of making a contribution in this field. We are beginning to teach something about co-operative organizations. We have founded a national organization for students which has, as a primary aim, training for membership in adult organizations. We are learning to work with farmer groups.

There is still danger that we may fall short in the period just ahead. Unless we are careful, the Future Farmers organization may serve further to divide, rather than to unite, the farmers of the future. It is always dangerous to create a new farmers' organization when there are already too many.

On the contrary (and this is our expectation), it may turn out that during the next 20 years vocational agriculture will be strategic in the movement to evolve suitable farmers' organizations. The public school is the one agency which is patronized and supported by all elements. Because we are connected with it, we enjoy a peculiar neutrality. Our motives are not often suspected. In this role, we can do much to bring the divergent groups together for effective concerted efforts.

Recently the major farmers' organizations have come together in the organization of a national council. A serious effort is being made to submerge the differences which have previously kept these groups apart. The Future Farmers of America should exert the same unifying influence among the rising generation of farmers that the new council is intended to exert among adult farmers. And if we do our work well with the Future Farmers, the council will become tremendously effective in the next generation, for our farmers will have become accustomed while young to affiliation with one great master farmers' organization of national scope.

There never was a time when it was more important to consider our relations with other agencies working in the field of agriculture. We who are to be leaders in teaching co-operation must certainly practice it. With our growing influence, we shall have much to answer for if we fail to do our part toward fulfilling the bright promise which exists today for an organized agriculture.

* * *

THE AMERICAN INSTITUTE OF CO-OPERATION

ABOUT one hundred teachers of vocational agriculture attended the sessions of the American Institute of Co-operation held for a month this summer at Baton Rouge, Louisiana. They found them interesting and much worth while.

The institute is fast becoming one of the most important agencies in American agriculture. It had recognition as such this summer by the Federal Farm Board and by the major farmers' organizations. The Federal Board for Vocational Education attaches great significance to its activities and is sharing more fully each year in its program. We trust that our profession as a whole will soon come to appreciate its contribution.

* * *

A PLEDGE FOR THE NEW SCHOOL YEAR

"I will take the responsibility."

These were the positive words of Andrew Jackson when he assumed the duties of President of the United States. These are good words for all of us at this time of the year, if they express our true purpose as we accept the job for the year that lies ahead. Much is expected of teachers of vocational agriculture. The farm and school leaders have dreamed of the coming of a young man into their community, who would lead on in the big things that need to be done for farm boys and agriculture. Say to them as you come, "I will take the responsibility. I will try not to disappoint you. I have laid my hands to the plow and I will not turn back."—Dr. A. W. Nolan in the Illinois Farm-Mill.

SMITH-HUGHES AND SMITH-LEVER CO-OPERATION

FORTUNATELY or otherwise, the the job of agricultural education at the sub-collegiate level has been divided by federal edict between two nationwide services.

As long as this arrangement continues, the workers in these two fields are certain to have many contacts. The two fields are too closely related to admit of complete isolation, even if that were desirable.

This issue attempts, among other things, to bring up to date a rather inclusive statement of typical arrangements which have thus far been worked out for dealing with the relationships between these two groups.

No criticism of the national agreement developed a year ago is intended. No substitute general agreement is proposed. We hold with those who drew that plan that it is necessarily tentative. The articles contained in this issue may well be considered in making the revisions that are sure to come.

On the whole, Smith-Hughes and Smith-Lever relationships are excellent and we believe they are getting better. There is no acute problem here which provokes special attention in this issue. On the other hand, it is apparent that some of us are missing rich opportunities which others are using because we have not taken advantage of some of the forms of co-operation between these groups which have been so thoroly satisfactory to others.

Co-operation there must be. Some of us believe that certain of the forms of co-operation which have been most general in the past are among the most undesirable. If this issue suggests new and better types of co-operation which become general, it will have served a useful purpose.

We have no pet plan for working out these relationships. We are merely printing the various plans which have come to us in response to a general request. If other arrangements which may be more desirable than these are missing from this issue, it is not because of editorial bias, but because their proponents have not taken the trouble to present their claims.

County-Wide Agricultural Cooperation In Texas

Some examples of the successful integration of vocational agriculture with other agricultural forces furnished by C. L. DAVIS, State Supervisor

Rio Grande Valley Agricultural Club

THE Agricultural Club of the Lower Rio Grande Valley of Texas was organized in September, 1926, with the paid agricultural workers of Cameron and Hidalgo Counties as charter members. Vocational agricultural teachers in the counties, the county agents, and the members of the Texas Experiment Station staff (Valley branch at Weslaco) made up the first membership. Perfect co-operation between these three branches of agricultural workers made the work both pleasant and profitable. Petty jealousies and misunderstandings were lost in the common cause and with an understanding of each others problems the three groups worked together for their own and the Valley's improvement. Altho the vocational agricultural teachers always had the majority of votes in the club, the officers were perfectly distributed during the three years just past. W. H. Friend, superintendent of the experiment station, was the first president, serving for the year 1926–27. Paul Cowan, vocational agricultural teacher at Donna, was president in 1927–28, and in 1928–29, H. L. Alsymeyer, county agent of Cameron County, served as president. J. C. Dykes, vocational agricultural teacher at McAllen, was secretary for two terms, 1926–27–28, and J. W. Monk, Entomology Division U. S. D. A., served as secretary in 1928–29.

After the organization was perfected the membership was increased by the election of several progressive farmers and citrus growers. Also several men who were engaged in commercial agricultural work were elected to membership. United States Department of Agriculture men stationed in the Valley became members of the club and several right-minded secretaries of chambers of commerce were elected to membership. Membership was put on an elective basis in order that the more progressive and more interested men could be brought into the club rather than those that would have joined the club from selfish, commercial reasons.

The club in the past three years has accomplished many worthwhile things for Valley agriculture in addition to the professional improvement each member made by the contacts with the others. A fine bulletin on "The Principles of Truck Growing in the Lower Rio Grande Valley of Texas" was published in the spring of 1927. The bulletin was used in all the agricultural schools in the Valley as an instructional guide in truck growing and about 2,000 copies were distributed to the general public by the county agents and thru various Valley chambers of commerce. The club worked for favorable legislation and appropriations for agricultural purposes. A helpful digest of conclusions reached in the monthly meetings was published in a number of Valley papers. Many farm practices were standardized by the club such as fruit and vegetable packs, etc. The major activity of the club for 1928–29 was insect control. Publicity material, establishing standard control measures, was distributed. Demonstrations were held and a number of Valley teachers taught evening schools on insect control in which other club members assisted. Thus the three agricultural branches, the experiment station, the county agent, and the vocational agricultural teacher worked together in assembling, assimilating, and distributing worthwhile agricultural information.

The Titus County Program

TITUS County has had a "County Council of Agriculture" for about a year and a half. It consists of two members from each of the ten community councils in the county, the county agents, the five teachers of vocational agriculture, the county superintendent, the editor of the county paper, members of the commissioners' court, the chairman of the agricultural committee of the Mt. Pleasant chamber of commerce, and representatives from any other organized agricultural forces in the county. The council meets once each month as a farmers' luncheon club. Raymond Brown, a "Master Farmer," is president of the council.

Accomplishments of the council thus far have been a successful rat campaign, a county terracing school attended by 300 farmers, numerous community terracing schools, 12 community fertilizer schools, and the development of definite soil management and dairying programs for the county.

Forty-two hundred persons attended a series of 20 dairying meetings held in the county during the past year under the auspices of the council. Production problems and the use of milk as a food were emphasized. Eight young dairy bulls of the same breeding, whose three nearest dams average 650 pounds of butterfat, have been placed in definitely organized circles. It is expected that ten or twelve more will soon be brought in for bull circle work. A marked increase in the use of milk for the children's school lunches has been noted.

Nine evening schools have been held during the year by the agricultural teachers of the county. In the Stonewall community, evening class members pooled 86 tons of raw fertilizer materials for home mixing, saving at least $10 per ton as compared with current prices of mixed materials. Similar pools have been worked out in the other communities having evening schools.

Mr. J. C. Wright, teacher of vocational agriculture at Mt. Pleasant and county supervisor of vocational work, says, "The county agent and all of the vocational teachers have worked together in our evening schools and we find that we can be a great help to each other."

County Agent L. C. Jinks says of the program, "The people of this vicinity are now fully aware that united forces have more power in thinking, in doing, and in getting results. They know this, not because they have heard it, but because they have seen it all over the county."

The Bell County Program

IN OCTOBER, 1928, the vocational teachers of Bell County, Texas, (County seat, Belton), banded themselves together with the county agent in putting on an extensive agricultural program for the county.

Keeping in mind that two of the big problems in the county are the restoring and maintaining of soil fertility and cutting down the cotton acreage, with the substitution of another enterprise, probably dairying in place of cotton, the club set up the following objectives for the first year's work.

1. "Every teacher will co-operate as much as possible with the county agent and all extension workers in the promotion of their work.

2. "Every teacher will organize a chapter of the Future Farmers of Tennessee and have these chapters promote, as a part of their program, an extensive terracing schedule. It was suggested that every boy belonging to the F. F. T. terrace at least one farm.

3. "Every vocational teacher will hold at least two evening schools for farmers and will devote most of the study to soil fertility and the raising of livestock, especially dairy cows.

4. "Each teacher will hold at least one terracing demonstration and all teachers will be ready to help any one teacher to put on a demonstration if called upon to do so.

5. "Each teacher will do his best to organize a bull circle in his community.

6. "Each teacher will do his best to reach thru supervised practice work at least 150 men and boys in evening school, part-time, day unit, and all-day classes.

7. "Every teacher will see that each boy in his class selects a project large enough for him to make $100 profit above expenses, and will try to get him to start a savings account.

8. "Every teacher will do his best to co-operate at all times with the state department for vocational agriculture.

9. "Every teacher will pay a fee of 25 cents per month to take care of incidentals, such as correspondence.

10. "Every teacher will keep in mind at all times that he has a better opportunity than any other man, regardless of occupation, to be of service to his community, his country and his state; and will make an untiring effort to establish or re-establish the most neglected, and yet the greatest, most important and most desirable of all occupations."

Members of the association are: V. W. Woodman of Holland, president; J. A. Hendricks of Little River, secretary and treasurer; V. W. Thalmann of Kileen, F. B. Sullivan of Bartlett, W. F.

(Concluded on page 15)

An Ohio Cooperative Arrangement

The record of 11 years of satisfactory relationships between Smith-Hughes and Smith-Lever forces as submitted to VERNON BUNDY, Assistant Editor of Agricultural Publications, Ohio State University

WE HAVEN'T thought much about credit, either for ourselves or for the agencies which we represented. All of us have kept supremely in mind the progress and welfare of the communities we served. That is why we have always been able to work together. Smith-Hughes men and extension service men alike have recognized that our primary responsibility is to our community—not to the overhead organizations of which we were parts. There is the whole secret of the thing."

So S. L. Anderson, for 11 years county extension agent in Knox County, Ohio, sums up the history of 11 years of the closest co-operation possible between teachers of vocational agriculture, and his own service—a co-operation which is almost unique. Anderson was the first county agent employed in Knox County, and has been the only one. His relations with the school system of the county began when J. C. Marriott was elected county superintendent of schools, the same year Anderson commenced his service.

Superintendent Marriott was a farm owner, a member of the Farm Bureau and a member of the first board of directors of the Farm Bureau in Knox County. When he and Anderson took their places on the county official staff, they were assigned to the same office quarters in the courthouse. Later, when the courthouse became too crowded, they found outside offices together. Both men testify to the single purpose which has been behind their joint efforts, and the mutual benefit derived from the dovetailing of their activities.

In 1920, two years after Marriott and Anderson went to work, the first vocational agriculture department in the county was established at Mt. Vernon, the county seat. Now there are five such departments. Anderson has had a hand in the location of each one—in the survey of the community situation which showed the possibilities of such a department, and in the presentation of the facts to the school boards which have asked for the Smith-Hughes departments.

Workers Experienced in Both Fields

George G. Everhart, county club agent for the past two years, had spent six years as a Smith-Hughes teacher in the Centerburg department, before transferring to the extension service staff. V. D. Burris, sometime vocational agriculture teacher in Mt. Vernon, is now county agent in Medina County. J. T. McClure, predecessor of Burris, is engaged in research work for the Ohio Agricultural Experiment Station.

Regularly, each month for years, county agent and Smith-Hughes men have met to discuss whatever was uppermost in importance in their single job. Plans, projects, difficulties, results, or just shop talk, have engaged these sessions. Two years ago, Anderson relates, the wives of the men decided that they were staying too late at these meetings. So now the wives attend, too. The meetings are held at the homes of the different families, in rotation. There is a pot luck supper, a session for business for the men, while the women visit among themselves, and the whole thing winds up in a social good time.

"No organization, no program," Anderson explains. "Whoever has anything for the good of the job, gets it off his chest, and that is all there is to it."

The influence of the vocational agriculture teacher in determining Anderson's county program is indicated in his statement that "for years, I haven't considered trying to introduce a project of any sort to any group in a community where there is a Smith-Hughes man, unless I have first talked it over with him, and got his opinion of it. If he didn't warm up to it, or suggested changes, I either dropped it or revised it in the light of his suggestions." Anderson points out that he reposes fullest confidence in the advantage possessed by the Smith-Hughes man of living close to the members of any given community, and in possessing the standing of membership in that community.

Teachers Promote Extension Work

Everhart corroborated the statement. Centerburg, the town in which Everhart served as a Smith-Hughes teacher, is in a township which stands like a peninsula, away from the rest of the county. It is remote from the county seat, and three other counties border it. "People in Centerburg realize they are in Knox County only when they pay their taxes in Mt. Vernon," says Everhart. "It was doubly feasible then for me to represent extension work in that township."

Back in 1922, agricultural depression was strong in Knox county as in the rest of the Middle West. Anderson wanted to do something to arouse the farm population, to stir them out of apathy. In conference with the Smith-Hughes men poultry projects for the vocational agriculture boys were decided upon. Anderson's standing with the banks had been fixed. In one summer he personally borrowed and loaned to Smith-Hughes boys, more than $2,000 for investment in poultry projects. The money went into the purchase of selected males, the building of brooder houses, the buying of feed. Sixteen boys from Smith-Hughes departments went into the project with flocks of more than 500 birds each. Smith-Hughes teachers, Anderson, and specialists from the agricultural extension service of the Ohio State University joined in supervising the projects. They checked feeding, recommended treatments, practices, culled flocks. The Farm Bureau organization helped in the marketing of the products from the flocks. Not only was the $2,000 all paid back, but poultry production became and remains an important phase of Knox County agriculture, and more than one farmer and his neighbors took a new grasp on their calling thru that project.

Last year Burris, then vocational agriculture teacher at Mt. Vernon, established a series of a dozen potato projects with his boys. The Farm Bureau organization and Anderson arranged for financing, obtaining certified seed, spraying material and equipment and for marketing. Valuable data on potato growing practices—information which is of vital importance to the commercial and general potato growers of the county—were derived from these projects, and Anderson is using it to advantage in his own educational work.

One of the outstanding activities of the county agent has been in arranging for the financing of Smith-Hughes boys' projects. Behind agricultural educational work in Knox County stands the Knox County Bankers' Association. The bankers were in the habit of lending money to 4-H club boys on Anderson's recommendation, and his endorsement was enough to obtain adequate funds for Smith-Hughes boys as well.

Anderson gives little attention to the planning of projects for Smith-Hughes boys. That, he feels, is the teacher's business and a business in which he is completely qualified. But seldom is a Smith-Hughes project planned without Anderson's knowing its full details, and his suggestions are welcome.

This year's enrollment in 4-H clubs in Knox County is approximately 650, and there are about 150 Smith-Hughes students in the five departments in the county. "The 4-H club work is the perfect training school and preparation for a vocational agriculture course," says Everhart. "The lower age limit for the club work is 10 years. Usually a boy is three or four years older before he enters high school. The 4-H club boy who elects vocational agriculture does so because in him are already aroused an interest and desire. And he isn't trying agriculture out as an experiment—he elects it with an intelligent understanding of what it is. The result is that he sticks in the course, and makes good in it. Many of the vocational agriculture students keep up their work as long as they are in high school, and afterward, I can tell, without asking them, which boys in a vocational agriculture class have been club members."

Teachers Shift Club Leadership

"The 4-H club is the perfect 'feeder' for the vocational agriculture department," says Everhart.

Every Smith-Hughes teacher in the county has at some time been an advisor of a 4-H club, or clubs. But only when he was unable to unearth another advisor, or until he could develop in one of his own students, leadership ability which made possible the transference of the mantle.

Each vocational agriculture department in Knox County has two farm-accounting organizations, one for the boys and one for the men. The senior organization is called the "Farm Improvement Club" and is concerned not only with the keeping of accounts but with every phase of the betterment of farms and farm life. The clubs are organized and conducted by the vocational teachers. The records which they keep are summarized and analyzed by the extension specialists in farm management, from the university.

(Continued on page 15)

A County Unit Plan

Georgia trains its teachers and extension workers in the same division of its State College

JOHN T. WHEELER, Professor of Rural Education, Georgia State College of Agriculture

A COUNTY plan for the development and correlation of the Smith-Hughes and Smith-Lever work was inaugurated in Georgia during the year 1926-27. The plan is simple but direct and workable.

There are three aspects of this plan that should prove of interest: First of all, this plan carries a definite organizing principle of unity of effort for all workers; secondly, it shows clearly how co-operation of all workers can be effected; and, thirdly, it keeps administrative autonomy clearly defined.

The correlation of effort for both Smith-Hughes and Smith-Lever workers is brought about by a county-unit agricultural development program. This county program is developed by and thru the co-operative efforts of the extension and vocational forces, after making a careful survey of the agriculture of the county in question, and with the help and advice of a county agricultural board. In other words, the vocational and extension forces come together in a county and establish a county agricultural development program that meets the needs of a particular county, and into which both groups of workers are projected.

The local county agricultural board serves as a common contact group thru which the county agricultural program is promulgated and developed. The county agricultural board is composed of representative citizens who are directly concerned with the development of the county's agriculture. Farmers, school boards, county commissioners, bankers, civic organizations, etc., have representatives on the agricultural board. With this board, a definite county agricultural development program is laid out, and the co-operative services of the extension and vocational forces are presented as a means of putting the program into operation.

The purposes underlying such a program are: 1. To afford a guide for the proper agricultural development of the county; 2. To furnish definite plans in agricultural development work for the co-operation of farmers and other business men of the county; 3. To induce the most intelligent efforts in co-ordination of production and marketing of farm products.

The county agent, in co-operation with the vocational teachers and the respective leaders concerned in an enterprise, formulate the county plans of work for the development of that enterprise. Courses of study for part-time and evening classes are worked out for a community by the vocational teacher, to accord with the county enterprise plans of work. The vocational teacher in a community is the instructor in these enterprise courses of study, and the county agent co-operates in every possible way. The county agent is the co-ordinating medium for the development of the enterprise thruout the county according to the county plans of work for such enterprises. The co-operative efforts of the extension and vocational forces are guided by the common county development program.

Our plan also carries with it a definite professional training program for the workers in both the vocational and extension fields. The professional training program for both groups of workers is carried on by the Division of Rural Education. This division is an integral part of the Georgia State College of Agriculture and responsible directly to its president as are all divisions of the college.

The present professor of extension methods, Mr. L. S. Watson, has been a successful county agent, and is still in charge of the laboratory, county of Clarke. The professor of vocational methods, Mr. O. C. Aderhold, likewise came up thru the teaching ranks of vocational education, and works directly with the extension methods man in formulating a co-operative training program.

The executive committee in charge of the whole scheme of co-operation consists of Dr. Andrew M. Soule, president, Georgia State College of Agriculture; J. Phil Campbell, director of extension; Paul W. Chapman, director of vocational education; L. M. Sheffer, state supervisor of agricultural education; J. G. Oliver, state supervisor of county agents; John T. Wheeler, professor of rural education.

There is also a working committee composed of J. G. Oliver, state supervisor of county agents, L. M. Sheffer, state supervisor of agricultural education, and John T. Wheeler, professor of rural education.

While this co-operative effort on these common problems is essential, still there exists distinct autonomy and identity of the two fields of work. We have, therefore, thru the organizing principle of a county-wide agricultural development program found a happy basis for the correlation of the work of the vocational and extension forces of this state.

Cooperative Relationships In Four Massachusetts Counties

RUFUS W. STIMSON, State Supervisor

SMITH-HUGHES and Smith-Lever co-ordination and co-operation are provided for and carried on in three counties, Bristol, Essex, and Norfolk. In each of these counties both lines of activity as relating to agriculture are administered by a single board of trustees, and the general management of both is vested in a single director. This system is established by law, the enactment of which we recommended.

Smith-Hughes and Smith-Lever service are kept in harmony and in mutually supportive relations in other counties where there are high school agricultural departments by continuous co-operative effort, aided by including in the several Smith-Hughes advisory committees the managers or county agents of the several agricultural extension services in the counties in which the agricultural departments are at work. This system is promoted by persistent administrative counsel.

The major single item of accomplishment in my work as supervisor during the past year has been guidance of an aggressive committee of laymen and the live organization it represents into the belief that such co-ordination and co-operation should be established by law in Worcester County.

Worcester County is our largest county, about fifty miles square. It is among our strongest counties agriculturally. Some headway has been made in both Smith-Hughes and Smith-Lever work in it.

The committee had been appointed, with instructions to consider and report upon the provision of a county agricultural school, by the Selectmen's Association of Worcester County.

All of the members of the investigating committee were strangers to me. But the moment news of their appointment and business reached me thru the press, I tendered my services and undertook to prevent any investment by the county in a central establishment, with land, livestock, and more or less monumental buildings, by helping the committee to decide on (1), a central office and director with a very light overhead expense; and (2) a widely distributed service system, worked out by means of unit courses in co-operating high school departments, and elsewhere, at the hands of full-time and part-time instructors, selected by the local people, appointed by the county trustees, and paid from the county treasury with state and federal aid.

The effort succeeded. The committee reported the plan. The association adopted it. And the committee, in co-operation with the Worcester county trustees for aid to agriculture, the Smith-Lever group, and our commissioner of education, was directed to draft and secure the legislation necessary to carry this plan into effect. . . .

Nobody in Worcester County has questioned the need, the practicability, or the economy of the plan, and its ultimate adoption appears to be well assured. . . . If this plan is put into effect, it will be a fulfillment of the hope I have expressed on pages 381 and 384 of my book, "Vocational Agricultural Education by the Home Project Method" in the section entitled, "Provide for Teamwork."

(Adapted from paper read at North Atlantic Regional Conference, March, 1929.)

Maryland Memorandum of Understanding

A tentative outline of relationships between Smith-Hughes and Smith-Lever Workers

MARYLAND'S state-wide program in agricultural education, developed thru the extension service of the University of Maryland on the one hand and thru the state and county school systems on the other, has now been in operation for a number of years. With the passage of the Smith-Lever Act, May 8, 1914, and of the Smith-Hughes Act, February 23, 1917, Maryland began co-operation with the federal government in the latter's attempt to develop nation-wide movements in those phases of agricultural education which these acts were designated to stimulate. With the acceptance of these appropriations from the federal government, Maryland's program assumed the forms of development contemplated by the national congress in the passage of the acts.

When these two types of work were in their initial stages of development those engaged in the two fields worked more or less independently of each other, but as time has gone on and the higher reaches of development have been attained by both services, more and more the agents of each have come to realize that they are but contributing factors in the development of the agricultural programs of the rural communities of the state. Certain phases of the work of the two have become very closely related and from time to time the leaders in each have appeared in the programs of the other, and there have been many conferences on the part of workers all along the line. Frequently the leaders and workers of the extension service of the University of Maryland and of the vocational forces of the state department of education and county school systems have met in informal conferences to co-ordinate and review the respective programs. Thruout all of these conferences there have developed understandings and policies which tend to co-ordinate and promote the programs of the two types of work. At a meeting for this purpose, held at College Park March 7, 1929, it was decided that in view of the growth of both services and the turnover in personnel these policies and understandings might well be drawn up in written form in order that they be more easily available especially to new workers in each field.

The Two Types of Work

In the fullest possibilities of their development, both of these types of work, the extension service of the University of Maryland and the vocational forces of the state department of education and the county school systems must deal in a broad way with the interests of the farm family and the rural community; both are interested in the agricultural programs of rural communities and both are charged with the responsibility of instructing juvenile and adult members of the population.

The extension forces are charged with the responsibility of disseminating information among men, women and children thru the work of county agents, boys' and girls' club workers, and technical specialists in the various phases of agriculture. This work is designed to promote agriculture as an industry, to improve practices in this field and to raise the level of living in rural communities. In general, these objectives are accomplished by means of practical demonstrations, assistance to individual farmers, meetings of farmers, assistance in the formulation and prosecution of the program of organized groups, lectures, extension schools, exhibits, club organizations, conferences, bulletins, publicity and co-operation with other agricultural and welfare agencies.

The vocational forces are charged with the responsibility of offering instruction in classes or schools in conjunction with supervised practice in agriculture extending over a period of six months or more to persons who have entered upon or who are preparing to enter upon the work of the farm. This work is designed to prepare young persons for farming, to improve practices of adults engaged in farming and to promote the welfare of rural communities. These objectives are attained thru the employment of specially trained teachers of agriculture and other persons with practical experience and special abilities for teaching particular phases of agriculture. This work is done for most part in all-day, day-unit, part-time and evening classes by means of class lectures, class demonstrations, supervised study, group discussions, class and home practicums, home projects, co-operative class activities, school and community exhibits and fairs, judging contests and such associational and group co-operative relationships as seem desirable as an outgrowth of school work.

Related Fields of Activity

In the fullest development of these two types of work, agricultural extension and vocational instruction in agriculture there are three more or less closely related fields of activity—4-H Club and vocational project work with juveniles, extension school and evening class instruction with adults, and community services.

The extension service is charged with the responsibility of teaching farm boys between the ages of 10 and 21 years, inclusive, thru enrollment in 4-H clubs for the purpose of demonstrating improved methods of farm practice. To insure the development of this activity each county agricultural agent is expected to devote a considerable portion of his time to the promotion, organization and conduct of club demonstration instruction and has the responsibility of co-operating with all possible agencies, such as the Grange, Farm Bureau, bankers' and business men's organizations, school associations, churches, women's clubs and other community organizations. In this responsibility it is his duty to reach as many of the farm boys in his county as possible and his very success as an extension agent is in part measured by the number of boys in his county who enroll in club work and carry demonstrations to a satisfactory conclusion.

The vocational forces are charged, where instruction in vocational agriculture is inaugurated in a community, with the duty of reaching farm boys 14 years of age and over who are planning to farm or who are already engaged in farming by offering them instruction and training in efficient methods of agriculture both by means of classroom instruction and directed and supervised farm practice. Teachers of vocational agriculture in these communities are expected to conduct patronage area surveys and to make contacts with all young persons planning to take up farming as their vocation. The success of each teacher in the discharge of his duties in such a community is measured to a large degree by the number of young people who enroll in his courses and carry supervised farm practices to completion.

Club and Vocational Projects

It is in this club demonstration work of extension education and the project work of vocational education where the closest co-operation and the clearest understanding should exist for the mutual benefit of all parties concerned. It sometimes happens that it may be desirable for a farm boy to engage in both activities and use approximately the same farm practice for his club demonstration and as a basis for the development of his vocational project or vice versa. In such cases there is an urgent necessity for both the county agent and the vocational teacher to keep the objectives of their respective tasks clearly in mind to avoid duplication of effort, to know what is expected of each other and to hold the welfare of the farm boy as the paramount consideration in the belief that a team of agent and teacher can do more for the boy in the long run than can either working separately. In many cases such a co-operative enrollment in both activities is not justified nor should it be encouraged except where it is of particular advantage to the boy. In the publicity which arises in connection with cases of this kind care should be exercised to give due credit to deserving parties. The extension service disapproves any tendency on the part of county agents to enroll vocational pupils in club work merely to increase numbers. The vocational forces on the other hand disapprove any tendency on the part of vocational teachers to use demonstrations of 4-H club members entering high school without giving appropriate credit to county agents and local club leaders and in all such cases approve the encouragement of the continuation of the stimulating influence of the local leader over the boy. A teacher of vocational agriculture in no sense should assume responsibility for club demonstrations except when he is held to be the logical person to serve as a local leader for such work. In this case he performs this service not necessarily as a teacher of vocational agriculture but as a part of his civic duty to the community. It is assumed as a matter of course that county agents interested in the development of rural life will encourage as many as possible of the farm boys who expect to become farmers to enroll in departments of vocational agriculture in the high schools.

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The New York Agreement

DR. C. E. LADD, Director of Extension, Cornell University

THERE is no organic relationship between 4-H club work and Smith-Hughes work in New York State but there are and have been for the past 12 years very cordial relations. These relations, for the most part, are a result of a mutual understanding between the state club leader and the state supervisor of Smith-Hughes work in agriculture. There has been little co-operation in homemaking.

Co-operation between county club agents and teachers of agriculture is based on a brief memorandum of understanding as follows:

1. Teachers of agriculture who wish to do club work in their school patronage area will confer with the county club agent relative to the program for club work in the county.

2. Teachers of agriculture who wish to do club work designate the territory which they wish to serve and agree to make club work available to every farm boy in this territory and in accordance with the county program for club work and to direct and supervise the same.

3. Supplies are obtained from and reports made to the county club agent.

4. In some cases the county board for junior extension pays mileage to the teacher of agriculture for the use of his car in supervising club work in his territory. This, however, is not general.

In counties not having county club agents the following is the general procedure, also based on a memorandum of understanding as follows:

1. All club enrollments by teachers of agriculture are to be reported to the county agricultural agent's office for transfer to record cards.

2. Requests for literature on club work, bulletins, record sheets, etc., are to be made to the county agricultural agent who will also distribute service letters, etc.

3. Letters of county-wide circulation regarding club work will be prepared and mailed thru the county agent's office.

4. Reports of club work to the state club leader's office will be made by the county agricultural agent concerned who will assemble the information from reports rendered by the teachers of agriculture.

5. Requests for helps and specialists will be made thru the county agricultural agent's office.

As stated above there is no organic relation between the state leader of 4-H club work and the state supervisor of the Smith-Hughes work in agriculture. However, there is close co-operation between the extension service and the state department of education so far as club work is concerned, based on a memorandum between the dean of the New York State Colleges of Agriculture and Home Economics and the commissioner of education. This memorandum among other things provides that counties employing county club agents upon complying with certain requirements may receive reimbursement of public funds thru the state education department to the extent of two-thirds of the salary of the county club agent but not to exceed $1,000 per annum and one-half the salary of each assistant club agent but not to exceed $1,000 per annum. Negotiations with the state department of education are made thru the office of the state supervisor of agricultural education (Smith-Hughes supervisor).

Maryland Memorandum of Understanding

(Continued from page 6)

Extension School and Evening Class Instruction for Adults

One of the effective forms of extension activity is the extension school. Such a school is held at an appropriate center in which persons interested in farming attend for instruction on farm problems. This instruction is usually conducted by means of lectures, discussions, and demonstrations. Usually there is little of formal organization, the relationship being that of an indeterminate number of persons assembled on the basis of interest in the problems under consideration. Dealing with very specific phases of farm problems as it does a school of this type usually is not held for more than two or three days. The application of results is left largely to the individual and is followed by county agents and technical specialists only as the personal interest of the individual demands and as a spread of influence may warrant.

Vocational instruction for adults is usually held in the form of an evening school. These schools are organized for persons 16 years of age or over who have entered upon the work of the farm and can enroll at convenient centers during evenings or other periods of the day to pursue systematic classroom instruction on farm problems in which they are interested and for which they are willing to arrange some form of directed and supervised practice that will extend over a period of at least six months. Usually this directed and supervised farm practice is carried on as an improvement of a phase of the practice of the farm with which the evening student is associated. Systematic classroom instruction of this type in a school of this kind frequently includes one or more units of instruction and usually necessitates at least ten 90-minute class periods.

In the inauguration of these two types of work in a county there should be the fullest mutual understanding between the two groups of workers as to the objectives and functions of each, there should be the closest co-operation in the formulation of the county program of agricultural development, and there may well be co-operative effort in conducting these two types of schools. In any case the workers in each field must keep their objectives clearly in mind and in most cases hold to the respective established patterns of procedure. Requests by teachers of vocational agriculture for the services of specialists from the University of Maryland or the United States Department of Agriculture should be made thru the county agent's office. Where these schools are conducted as a joint co-operative activity unusual care should be exercised to insure the maintenance of the essential features of each type of work and to give credit to the co-operating agencies. It is assumed as a matter of course that work of this character is undertaken where possible in co-operation with all public agencies interested in the welfare of rural life.

Community Services

The relationships of a county agent to a rural community in his work in assisting farmers, conducting practical demonstrations, contributing to the programs of organized groups, and in other extension activities are many and varied. In the largest sense he is responsible for a leadership in the agricultural industry of the several communities of a county which is exacting and for which he must ever be on the alert.

The teacher of agriculture in the discharge of his duties in a community functions as a part of the regularly constituted school system with the exception that the conduct of the directed and supervised practice phase of his work carries him onto the farms of his pupils and patrons; and his work in general onto the farms of other persons, the use of whose equipment is necessary as a part of the materials of vocational instruction.

In the discharge of these duties the teacher of vocational agriculture is called upon from time to time to render first-aid help to adult farmers which falls in the province of the county agent. This work, however, is incidental to the teacher's position and in no sense should be considered a part of his major program. In the discharge of such tasks he should keep the agent's responsibilities in mind and should make an effort to refer all such matters of major importance to the agent as a part of the latter's constituted duties. In community work the agricultural teacher may well consider himself an outpost of scientific agriculture to report all emergencies in the agricultural industry to the county agent to be relayed to the specialists of the agricultural college and if necessary to the United States Department of Agriculture. It is necessary for the teacher of agriculture as a part of his work to co-operate with and in many cases to participate in community organizations but it is not considered as a part of his duties to assume the leadership in a community for the direction of the agricultural industry. In community service as in all the other closely related activities under consideration there should be the closest co-operation and

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Extension Work In Rural Elementary Schools

The Indiana plan for teaching farm accounting

DURING the school year of 1928-29, 22 counties in Indiana provided instruction in farm accounting for 2,894 boys and girls in the seventh and eighth grades. Nearly 500 more were reached in counties which were not organized on a county-wide basis. During the past seven years, during which this plan has been in operation, farm accounting instruction has been included in all or a part of the rural schools of 45 counties.

The usual procedure, where accounting was taught on a county-wide basis, has been as follows:

(a) The county agent and county superintendent of schools agree upon the advisability of such instruction as a part either of a course in agriculture or a course in arithmetic.

(b) A representative of the farm management division of Purdue University or the county agent gives an accounting school for the teachers at a regular institue, or at a special meeting, instructing them as to methods and materials for the course, time of year most suitable, time required for satisfactory presentation and methods of encouraging pupils to keep home records after the instruction has been given.

It has been found that most boys and girls in these grades grasp the methods easily and enjoy the work. A laboratory procedure is used in which pupils make correct entries of the transactions of a sample year's business and then summarize the record. This is believed to be preferable to starting pupils out keeping actual records on their home farms without this preliminary instruction. The Indiana Farm Record Book, prepared by the extension department of Purdue University, has been used. Two bulletins, prepared by the extension department and published by the vocational education division of the state department of public instruction, are provided for each pupil taking the work. These give the items of a year's business on a typical Indiana farm for use in making the sample entry and a few practical farm problems which are suggested by the accounts. They also provide a model account book made up for this farm.

Pupils in a Parke County, Indiana rural school receiving instruction in farm accounting

It is believed that, as a result of this instruction, more Indiana farmers will be able to diagnose the weaknesses of their farm businesses and that fewer will "polish the whistle when they need new gears."

O. G. Johanningsmeier has been in charge of this work.

The California Policy

CALIFORNIA has accepted, as a general guide for those engaged in Smith-Hughes and Smith-Lever work, the memorandum of understanding drawn by representatives of the federal departments concerned and dated December 15, 1928.

In addition, it has been agreed that:

1. "Before undertaking activities such as evening classes, fairs, or other types of adult instruction, the Smith-Hughes instructor planning such work should take the initiative to consult with the farm advisor and come to an agreement regarding the work contemplated.

2. "Before undertaking activities involving the public school system in a district in which Smith-Hughes classes are located, the farm advisor planning such work should take the initiative to consult with the Smith-Hughes instructor and come to an agreement with him regarding the work contemplated.

3. "When, after conferring as suggested (in points 1 or 2), the instructor and farm advisor are unable to come to agreement upon the work contemplated, it is recommended that they ask representatives of the two state offices to meet with them for further conference."

These general policies were arrived at in May by Julian A. McPhee, chief of the bureau of agricultural education of the state department of education, and B. H. Crocheron, director of agricultural extension of the University of California.

In submitting the new agreement to the teachers of California, Mr. McPhee adds, "It is expected that the farm advisors and agricultural teachers will work together in all matters relating to the agricultural programs in the counties thruout the state. It is suggested that all counties in the state do the same as Butte and Santa Cruz Counties are doing at the present time. In these two counties, all the agricultural teachers, farm advisors, and horticultural commissioners hold monthly meetings, at which time programs for the month are worked out on a co-operative basis. Much more service can be rendered along agricultural lines by this method when all are working toward the same goal, rather than having each work independently of the other."

New Hampshire Co-operation in Reforesting

FOUR hundred thousand white pines are a lot of trees to plant, but the job of arousing enough interest in 998 boys and girls to impel them to plant so many trees is an even more significant task. Three co-operating agencies—the Smith-Hughes teachers, the state forest nursery, and the state university extension service—in the short spring planting season performed this feat in New Hampshire.

The forest nursery doled out free trees in lots of 250 and 500 as fast as the orders poured in from every county farm bureau office in the state. Teachers took to stump speaking in the interest of New Hampshire's second largest agricultural industry, forestry. W. F. Garvin, principal of the school in Warner, and Frank W. Jackson of Madison, are two teachers who took a most active interest. Mr. Garvin alone is responsible for the planting of 12,000 trees by the students of his school, and Mr. Jackson spoke in behalf of the drive at the teachers' institute in Carroll County.

Boys and girls under 16 were allowed 250 trees, and those between 16 and 21 were given 500 trees. Many who needed more trees to fill out their future woodlots bought them at the regular nursery prices. Every boy and girl who planted the full quota of trees was given a complimentary membership in the American Tree Association, and the Society for the Protection of New Hampshire Forests gave prize books to the boys and girls under 16 who did the best job of tree planting.

All these trees, says K. E. Barraclough, state extension forester, who had charge of the drive, would plant a solid block of 400 acres, and, if properly cared for, in 50 years will yield 15,000,000 board feet of white pine lumber.

The total number of trees planted during the last three years is 50,000 less than the number planted this season.

The May issue of the Extension Service News of the University of Maryland was entirely devoted to vocational agriculture, carrying an excellennt summary of the work in the state and a number of illustrations.

Our Leadership In Agricultural Education

DR. ASHLEY V. STORM of Iowa and Minnesota

THE Middle West has produced a large number of men who have won unusual distinction in the field of education. Dr. A. V. Storm, professor of agricultural education, University of Minnesota, is one of them. His influence as a school man is reflected in the following comments contributed by Dr. Forest C. Ensign, professor of history and philosophy of education, University of Iowa:

"Dr. A. V. Storm became a conspicuous figure in education in Iowa while he was still a very young man. 'Storm of Storm Lake' was a real figure among the superintendents of Iowa when I, myself, was engaged in public school work. At the State Teachers' Association, at conferences in the interests of better legislation, or better methods of teaching, Storm was always a dynamic and picturesque figure. He had a wider acquaintance at that time, I believe, than any other superintendent of schools in the state. Not only was he known by others, but he never failed to remember a name and to greet his younger co-workers with a cordial and encouraging word. His informality, his ability to remember names, his professional generosity, and his delightful personality made those of us who were a little younger in the game almost idolize him. His reputation as an able school superintendent was established at Storm Lake, where he served for some years. From here he was advanced to Cherokee, then to Iowa City. Here he began to carry graduate courses in the university, going forward to the master's degree. From here he went to the staff of the state agricultural college where the activities which have made him a conspicuous figure in agricultural education began.

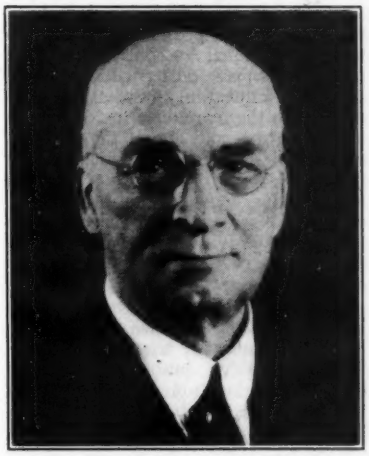
Outstanding in General Education

"A. V. Storm brought to the public schools of Iowa youth, energy, professional zeal, and a fine spirit of enthusiasm in service. Among the vigorous men who have put a definite mark upon education in Iowa, any student of the period of his service must assign a conspicuous place to Dr. Storm."

The secret of Dr. Storm's success as a school man lies in part in his natural ability as a leader. This characteristic is shown by the high regard that his associates have for him as exemplified in the statement of Katherine R. Logan, a master teacher, who gained her abiding inspiration while a teacher under Dr. Storm's direction.

"He is a born leader because it is natural for him to take his constituents along with him. He always inspires confidence in the work that he promotes. He has studied, he has experimented, and he knows. He has given much that is most valuable in the line of agriculture.

"Some years ago he was superintendent of the schools in Cherokee, Iowa, while I taught there. I never knew a better superintendent, nor one that had gotten so into the hearts of the pupils and teachers and patrons as he had. He ever led us on to a better way of doing things, a higher way of thinking, a more unselfish way of living and to a consciousness of the Supreme. So great a leader has he been that tho he has been away from us in other fields of labor, we still feel that he is ever with us. There are choice invisible gifts in life that are always part of us. It is in this great invisible but real building up that Mr. Storm has had a great part, and his work goes on and abides."



DR. ASHLEY VAN STORM,
Professor of Agricultural Education, Head of the Department of Agricultural Education, and Director of Short Courses, University of Minnesota

As I see Dr. Storm, his ruling passion is to do well each and every task he undertakes. It is mental torture for him to leave a job ragged, incomplete, and unfinished. He is not a selfish chooser of the tasks he shall undertake, but has a will of his own when it comes to the thorogoing manner in which he proceeds to perform them.

Along with this passion for thoroness Dr. Storm has a genuine love for the soil and the people living on it. His mind grasps not only the practical problems of agriculture but also the wider and deeper implications of rural life.

This being true why should he not achieve, as he has, a large and worthy place in the field of agricultural education? With him agriculture and rural life are the great causes. Agricultural education is merely an instrumentality to advance these causes which fill his heart and sing thru his soul.—W. C. Coffey, Dean of the Department of Agriculture and Director of Experimental Station, University of Minnesota.

Entering the Field of Agriculture

In 1907, Iowa State College at Ames, ever alert to new activity in the field of education in agriculture, was looking for a man to become a member of their faculty in charge of extension work in public school agriculture. As a result of their inquiry, the superintendent of public schools of Iowa City, Ashley V. Storm, was elected to the position of extension professor of public school agriculture. He was probably the first person to occupy a position of that kind in the United States.

The authorities at Ames were doubtless aided in making this selection not only by the success he had attained as a superintendent of city schools but also by the many other experiences which tended to make him peculiarly fitted for the duties of this new position. Born and reared on a large Illinois farm, performing the multiplicity of details which are always assigned to a boy on a farm, fitting himself for teaching in country schools, graduating from an Iowa high school, teaching in country and city schools in Illinois, Nebraska, and Iowa, lecturing and instructing in teachers' institutes, and owning and operating farms, he had developed a philosophy of vocational education in the field of agriculture which not only made him the desirable man for this work but impelled him to accept the offer to enter this new field of educational activity.

Extension Experience

As extension professor he carried the campaign thruout the state for the introduction of agriculture into the public schools, emphasizing in the public mind the need for modifying the conservative academic curriculum by introducing subjects more closely allied to the daily interests of the farmer and his family.

The rapid growth not only in Iowa but in other parts of the United States of the sentiment favorable to the teaching of agriculture in the public schools lead the college at Ames to establish a department of agricultural education as a feature of the resident instruction, the objective being to prepare agricultural college students to teach that subject in the public schools, normal schools, and colleges.

When this new department for the preparation of teachers of agriculture was opened in the fall of 1911, Professor Storm became its head as professor of agricultural education. Students in considerable numbers elected this course and the first degrees in agricultural education were granted to members of the class of 1912.

When it was decided in 1911 that Iowa State College should have a summer session, Professor Storm was put in charge as administrative head of the first summer session and continued as director of summer session while he remained at Ames.

A pioneer in any new movement must have abounding faith in the value of the work that is undertaken and must have the courage to carry his convictions to successful conclusions. Altho Dr. Storm has by no means concluded his work, it must be a source of great satisfaction to him to stop for a moment and look back over the rugged paths a pioneer must travel to establish on a sound basis a movement that has reached the point where it is recognized as one of the leading social institutions in a great commonwealth. That his faith was founded on wisdom and sound judgment is shown

in the following comments by one of his early associates, F. W. Beckman, managing editor, *The Farmer's Wife*, St. Paul, Minnesota:

"As I think of Dr. Storm, my memory goes back to the time, nearly eighteen years ago, when I heard a group of high school and college faculty men discussing his venture into the field of 'agricultural education' as a pioneer. One of them summed up the trend of their conversation with the remark, 'Well, Profesor Storm may think he knows what he is doing, but it doesn't look to me as tho there were anything ahead of him. It seems to me that he headed down a blind alley.'

"Looking back, it is now easy for everyone to say that Dr. Storm knew what he was doing when he entered upon his new field of work at Iowa State College. He had vision. And more—he had the patience and the courage to follow his vision in spite of the discouragements and the common misunderstanding that came to him as they do to all pioneers. He had the far look ahead; he knew that he was on the right trail, and he kept on his way steadily. Of course, we all love him for his fine personal character and we esteem him for his abilities, but I think of him most as a man who saws years ahead a worthwhile goal and who gave himself unstintedly to achieving it."

The Call of the North

In the fall of 1912, Dr. Storm was invited to come to the University of Minnesota to establish the division of agricultural education and to become its first chief. He accepted this invitation and has continued in this position ever since. For many years he was also director of the summer session on the agricultural campus of the University of Minnesota. In 1913, he founded the Agricultural Education Club among University of Minnesota students, the first and oldest club of that kind in the United States. It is still in active existence.

Since 1914, in addition to his work in the preparation of teachers of agriculture he has, as director of short courses, been administratively responsible for conducting twelve to fifteen short courses on the agricultural campus each year. These short courses range from a few days to six weeks in length and cover widely divergent fields of knowledge in agriculture, forestry, and home economics. The most widely known and the most largely attended of these short courses is the Farmers' and Homemakers' Week Short Course which enrolls from fifteen hundred to two thousand persons annually.

As an appreciation of his work and a tribute as a constructive school man, Dr. L. D. Coffman, president of the University of Minnesota, writes that:

"Dr. A. V. Storm has been a member of the staff of the University of Minnesota for 17 years. During all these years, he has been conscientiously and diligently devoted to the work of his high office; he has been loyal in his relations to his associates and to the administration; he has been patient and helpful in his consideration of the welfare of his students; he has sought by every reasonable means to stimulate scholarly effort on the part of those around him; indeed, he has completed the requirements for and received the degree of doctor of philosophy from another institution during this time, in fact the entire tenure of the man has been characterized by an attitude of professional zeal and idealism and optimism that one finds all too rarely among those engaged in academic pursuits."

Public Service

Dr. Storm, when engaged in general public school education, was president of the N. W. Iowa Teachers' Association, for seven years director of the National Education Association from his state, and elected to membership in Phi Delta Kappa, was later identified with similar associations and societies relating to agricultural education. This is evidenced by his having been one of the founders and president of the American Association for the Advancement of Agricultural Teaching, president of the agricultural section of the Minnesota Education Association, president of the Minnesota Vocational Association, chairman of the committee on agriculture of the National Education Association commission on the reorganization of secondary education, and one of the founders and the first national president of the honorary society of agriculture, Gamma Sigma Delta, and president of the Minnesota chapter of that fraternity. He is also faculty advisor for Alpha Gamma Rho, honorary member of Alpha Zeta, and a member of the Acacia fraternity.

In addition to his influence thru group leadership, Dr. Storm has always had a wholesome influence upon the individual life of a large number of workers in the field of education. While he himself has grown he has helped others grow with him. This is indicated by the following statement from E. M. Phillips, director of high schools, Minnesota State Department of Education:

"Dr. Storm's years of service in agricultural education have borne remarkably rich fruitage. He brought to this field ripe training, suitable experience, unbounded zeal and, above all, a personality forceful, genial and ethnically sound. He has grown with the years. His quick mind, his gift of clear forceful statement, his innate sense of justice, his understanding sympathy—all have developed under responsibility and have won for him the ready co-operation of both teachers and students. He has left the imprint of his big, kindly nature upon all who have associated with him. He has been an abiding influence for good, honest, useful service in the lives of hundreds of young men now successful workers in the field of agricultural education."

Still in Active Service

During the many years of his active career, Dr. Storm has never ceased to be a student and has earned the degrees of Ph. B., M. A., and Ph. D. He has continually maintained his interest in American youth and is connected with the movement of the Boy Scouts of America as a member of the executive committee of the tenth region, comprising Minnesota, North and South Dakota, and parts of Montana and Wisconsin. At the 1929 meeting of the National Council of the Boy Scouts of America, Mr. Storm was unanimously elected to membership of the National Council. This gives him opportunity to extend his sphere of service and influence to a national organization whose purpose is to build character and foster a spirit of good citizenship among the youth of the nation. His fitness for so important a task is clearly indicated by Dr. Andrew Boss, vice director, Minnesota Experiment Station, when he writes that:

"Character building is the great objective in education. To build character in others one must himself possess character. In this respect Dr. A. V. Storm is an outstanding educator. His ability to impress his ideals upon the minds of students receiving training under his direction, combined with his ability to impart knowledge, to stimulate thought and to stir the ambition make him a leader of the first rank.

He has qualities also which endear him to his colleagues and associates and win for him their respect and good will. Always courteous, kindly in his criticism when criticism is merited, considerate and tolerant of the views of others, and accurate in his judgment of educational values and human relationships, he must be regarded as a leader in agricultural education. It has been my great privilege and pleasure to be associated for a number of years with Dr. Storm in educational work and I have profited greatly by his enthusiasm and courage and appreciate highly his friendship."

Teacher and Author

While Dr. Storm was teaching in Nebraska he studied law nights and passed the bar examination which admitted him to practice in that state. After successfully practicing law for a short time he returned to his first love, teaching, and since that time has been continuously engaged in the teaching profession. Teaching seems to run in the blood of the Storm family for his mother, wife, and all three of his children have been teachers.

Besides his activities as teacher and administrator, Dr. Storm has put the richness of his life experiences in form for the benefit of all teachers of agriculture in addresses at state teachers' associations, and at the National Education Association, in articles in educational journals and studies on agricultural problems, and culminating in a text book (with K. C. Davis), on methods of teaching agriculture entitled, "How to Teach Agriculture."

As the names, Storm and Davis, have been associated in the minds of so many workers in the field of agriculture education, it may be interesting to know what Mr. Davis thinks of his distinguished associate:

"It was in the days when Dr. Storm was working in Iowa that I first became acquainted with him professionally. He was then looked upon as one of the chief leaders in agricultural education thought and advancement. His work was the forerunner of the vocational agriculture movement which finally culminated in the passage of the Smtih-Hughes law many years afterward. He then had a keen insight into the problems in the field of agricultural education which America was destined to attack. He was a strong advocate of agricultural training and instruction in the public schools of America.

"Even in those early days, he was working toward the good of the world in all vocational matters and interests. He believed in vocational education,

(Continued on page 15)

Future Palmetto Farmers

A Summary of the Favorite Activities of the South Carolina Group

W. H. GARRISON, Assistant State Supervisor

SOUTH CAROLINA was represented by two delegates and the assistant state supervisor at the National Congress for Vocational Agricultural students at Kansas City in 1928. At this meeting, one South Carolina boy was awarded the American Farmer degree and the state was awarded a charter in the Future Farmers of America.

A state fair school, which is associated with the state meeting of Future Palmetto Farmers has been held for the past two years and will be continued. Approximately 100 schools have been represented by delegates each year.

A state F. P. F. camp is being established in the mountains.

South Carolina has at present 138 schools with departments of vocational agriculture. Of these, 110 have chartered chapters of Future Palmetto Farmers with a total mebership of 2,857. Of these, 2,493 are active, 232 are honorary, and 132 are associate members. Degrees are as follows: Green Hand, 1,983; Future Farmer, 528; State Farmer, 9; and American Farmer, 1.

Most chapters hold meetings monthly or semi-monthly. Fifty-one chapters hold their meetings monthly, 48 semi-monthly, 5 weekly, and 6 irregularly.

In most cases, the meetings are held in the school building during school hours. Only ten chapters attempt evening meetings.

Seventy-six chapters maintain thrift work. The total amount productively invested is $27,890.29.

A study of the programs of 75 chapter meetings shows that the following are some of the more popular subjects for discussion:

The Program of the Future Palmetto Farmers, Cotton Storage, Songs and Poems, Selecting Seed Corn, Top-Dressing, Cover Crops, Feeding Pigs, The Meaning of Thrift, Why We Should Save, Getting Ahead Financially, Why I Am Taking Agriculture.

Popular debates are: Resolved, That it takes more ability to run a farm than a store; Resolved that co-operation is better than individual buying and selling; and Resolved that it is better to buy ready-mixed fertilizer. A good portion of the meeting time is devoted to business.

Training in co-operative activity is one of the chief purposes of the organization. Co-operative culling, grading and selling, and co-operative purchase of seed, fruit trees, fertilizer, feed, spraying materials, and purebred stock are the more common co-operative activities. A large portion of these are carried on in connection with evening classes.

The most common recreational and social feature is the Father-Son banquet. Such banquets were conducted by 61 chapters last year. Twenty-two chapters participated in summer camps, 19 in miscellaneous outings, and 17 in fishing trips. Chicken suppers, barbecues, fish fries and "wiener roasts" ranked next in favor. Nine chapters took monthly outings. Competitive games and hunting trips were other pastimes.

Educational and service activities were considerably more prominent than recreational activities. One hundred fifteen chapters took part in district judging contests. Ninety-three helped to beautify school and home grounds. Thrift clubs, educational tours, pruning and spraying campaigns, assisting with evening class work, putting on agricultural demonstrations and exhibits, culling and selling campaigns, terracing campaigns, farm surveys, newspaper work and promoting supervised practice work were prominent activities in this group.

At present it seems that the majority of chapters are finding plenty to do. The work of these boys is doing more to promote the agricultural program and to make for real accomplishments than anything else that has been done. A large part of the general community service work that has been done by teachers in the past is being taken care of thru the boys' organizations.

An example is a community improvement contest which was carried on by the Pickens High School chapter, under the direction of A. C. Ware, teacher. This contest started last November and closed March 1. The chapter was divided with two of the most outstanding boys as group leaders. Activities were selected and each was given a certain number of points by the boys. The following are some of the results of this contest:

Fruit trees pruned	2,550
Apple trees set out	315
Peach trees set out	185
Grape vines set out	253
Ornamental shrubs planted	250
Shade trees set out	85
Fig trees set out	57
Hedges planted	41
Black walnut set out	30
Fences built, rods	200
Terraces repaired	175
Terraces constructed	55
Purebred hens purchased	50
Purebred pigs purchased	8
Purebred calves purchased	5
Plant propagation beds	2
Poultry house built	1
Pecan trees set out	25

All farm tools at the farms of the boys were stored. All record books were kept up to date. A grade of 90 was averaged by 75 percent of the class.

The above were done after school hours and on Saturdays. This list does not include all of the activities entering in the contest.

This active chapter improved the school grounds, performing a $150 landscape job with a total financial outlay of only $25.

(Adapted from paper read at Southern Regional Conference, April, 1929.)

An Ambitious Oklahoma Chapter Program

THE Ravia chapter of the Future Farmers of Oklahoma has announced the following program for the current year:

1. Stage a Father and Son banquet.
2. Aid in community soil conservation by doing terracing work.
3. Put on a rat killing campaign.
4. Put on a community poultry show.
5. Organize a thrift club.
6. Put on demonstrations and render other helps at the evening school.
7. Beautfiy the school grounds.
8. Promote cow testing in the community as far as possible.
9. Promote an egg laying contest.
10. Every member complete more than one life-sized project.
11. Exhibit one Angus steer and several hogs at the livestock show at Oklahoma City in 1929.
12. Carry on two fertilizer experiments with corn.
13. Build at least one model poultry house in the community.
14. To create and nurture a love for country life.
15. To establish confidence in the boys in themselves as farmers.
16. To put on one act plays and similar entertainment which carries some farm lesson, at chapel and at the community club from time to time.
17. To bring about the use of better purebred sires in the community. (The F. F. O. bull calf is a start in this direction.)
18. Foster contests in judging and debating between the vocational agriculture schools near us.
19. Put on exhibits of the shop work done and pictures of project work done.
20. Make Ravia recognized as the leading community in Johnston County.

Mr. Rex Falls is the local teacher and advisor.

One Way of Earning Chapter Funds

THE boys of the Future Farmer chapter at Moro, Arkansas, have two projects whereby they earn the funds necessary for chapter expenses. A group cotton project, run as a full-fledged corporation, is in its second year. One day each year is devoted to cutting logs from timber donated to the chapter. The logs are then sawed into lumber. The lumber is first used in constructing booths and pens at the annual community fair, after which it is taken to the school where it is made up into various farm shop projects.

H. O. Sampson, state supervisor of agricultural education of New Jersey, talked on the "Future Farmers of America" at the state agricultural teachers' conferences of Connecticut and Pennsylvania this past summer. Both these states are planning to apply for national charters in the near future.

A Single Students Organization

Made possible through the Future Farmers of America

V. E. KIVLIN, University of Wisconsin

THE Future Farmers of America represent a group in America today from which great things may be expected. Its organization is sound, its policy definite, and its purpose worthy.

The "grouping together" by students into some kind of an organization dates back for the individual to the kindergarten in our public schools. These organizations continue with us to the grave; all of which goes to show that there is and always will be some kind of force pulling us together into a central organized group.

The agricultural club in the high school has been an expression of this tendency on the part of students of vocational agriculture; a fact which leads us to the conclusion that there is an interest on the part of our students for an organization as well as the fact that a part of that interest is agricultural. The old saying that "in numbers there is strength" applies to the organization of students of vocational agriculture in the same respect as it does to any other organization dealing with human beings. We all like to belong to the most popular group, whose popularity is often measured on the basis of the number of members.

The Future Farmers of America offers each boy in each department of vocational agriculture a chance to belong to the strongest organization of boys interested in studying agriculture; the result of which may be better farm relief thru constructive rural leadership. The number of boys who are now members of the Future Farmers of America has exceeded the expectation of the leaders of this movement. Agricultural clubs have been glad to affiliate with the state and national organization in a unified program, built after consideration of the myriad of desirable aims which *might* be undertaken from the standpoint of any state. These so-called clubs have not lost their identity, their local color, their local effect, or their local aim, but they have gained something in the way of leadership, accomplishment, and reward for their members. Teachers of agriculture, I believe, need not fear that the organization of a chapter of Future Farmers of America in their departments will be the addition of just one more activity to their already crowded program, neither need they feel that their success in their department is dependent upon whether or not they sponsor such an organization. However, it is thru this teacher that we must reach the prospective material for membership in the organization of chapters which, where organized, have proved to be strong factors in building strong local programs of work for both teachers and students.

The student of vocational agriculture is usually a farm boy who, in our high schools does not feel as great a force pulling him toward other groupings in high school as does the city boy who has grown up thru the grades. Activity in a Future Farmer chapter will be welcomed by him and it is no more than just that he should have an opportunity to show what he can do for *his* organization.

It is true that our modern high school has a large number of existing groups already. Were it not for the fact that in this same high school there is also the farm boy who is not participating to the fullest extent there would be no room for this new feature—a feature that may live down thru the ages as having performed a real service for the farm boy and for rural America.

The central organization of groups of agricultural students is illustrated by the state association and national congress of the Future Farmers of America. The officers of these two organizations with the delegates from each state and each department within the state can give help and inspiration to the local chapter and its membership. The grades of membership provide a challenge to any boy to go as far as he can in achieving the goals set up for the Future Farmers of America, as well as allowing any boy studying agriculture to be a member. Recognition for outstanding work in each state and in the United States will be tendered the boys most worthy. The central organization too, may give to teachers of vocational agriculture assistance thru their local chapters which will make their departments stronger influences in their respective communities. The teacher in the capacity of advisor may suggest objectives to the local chapter which will aid in accomplishing a real program.

New Jersey Future Farmers Entertain 5,000 Farmers

FIELD Day at the State College of Agriculture of New Jersey is the big annual get-together of the farmers of the state. This year it was held on June 12. The weather was fine and as a result some 5,000 farmers and their families came to the college campus to learn about the work of the institution. One feature was an outdoor group meeting at which the governor of the state, the president and the dean of the college spoke briefly, and last but not least, "Future Farmer" boys from three of our schools gave one-act playlets that demonstrated certain of our agricultural teachings. Instructor Gray's boys from Clinton gave a sketch entitled "Sy Jones Learns About Quality Egg Production." Pupils from our state school at Bordentown told the farmers that "It Pays to Prune and Spray," and the young farmers from Mt. Holly put on "The Trial of the Scrub Bull."

The sketches were written by the boys themselves and brought out important facts about modern agricultural practices and at the same time were amusing to the audience. They gave the people of the state an idea of what we are teaching in our agricultural classes and served as a powerful publicity agent for vocational agriculture.

Having these boys on this Field Day program is an example of how the state department of public instruction and the college of agriculture co-operate in New Jersey. Both organizations find that co-operation among state agricultural agencies pays.—H. O. Sampson, State Supervisor, New Jersey.

Selection of American Farmers

THE following score card has been decided upon for rating candidates for the American Farmer degree in the Association of Future Farmers of America:

	Points
I. Farming status	20
1. Kind and scope of enterprises.	6
2. Managerial responsibility	8
3. Working capital and equipment available	6
II. Ability to farm	30
1. Accomplishment in home projects	20
2. Other farming experience	10
III. Earnings and investments	20
1. Earnings from farming	15
2. Investments in farming	5
IV. Ability to work with others	10
V. Leadership	10
VI. Scholarship	10
Total	100

The items in the above score card were set up on the basis of the qualifications for election to the degree of American Farmer, as stated in the constitution of the national organization of Future Farmers of America.

Applications for the degree must be forwarded by the state advisor to the national executive secretary at least 30 days prior to the meeting of the national congress, which convenes at Kansas City on Tuesday, November 19.

A County-Wide Future Farmer Program

THERE are ten Future Farmer chapters in the schools of Faulkner County, Arkansas, with a total enrollment of approximately 435 members.

In addition to local activities, the "Future Farmers of Faulkner" have assisted County Supervisor C. R. Wilkey and the other agricultural teachers in a number of county-wide activities.

For example, 111 F. F. A. members entered the dairy judging contest at Conway this spring and 300 members attended the day's program. During the round-up 32 Future Farmers took home as many registered Jersey heifers to found as many dairy herds. They also organized a Smith-Hughes Jersey Breeders Association and will conduct sales of purebreds co-operatively.

The county organization is sponsoring a series of contests. Prizes are offered for the best projects by F. F. A. members in cotton, corn, soy beans, pasture, milk records, egg records and dairy calf. There are prizes also for the best dairy cattle judge and for the best boy farmer. Four hundred sixty-seven entries have been made in these contests.

PROFESSIONAL NEWS

Another Bill Proposes Federal Aid for Rural Education

CONGRESSMAN Charles Brand of Urbana, Ohio, has recently introduced in congress a bill providing $100,000,000 annually from federal funds to be matched by the states for use in the improvement of rural elementary education. Mr. Brand argues for his measure in the following fashion thru the columns of *School and Society*.

"It is well known that money is escaping from rural sections into more populous centers in a greater and greater degree. Chain stores are sending out their profits daily. Buying fencing and farm machinery at present prices with wheat, corn and oats leaves the real profit deposited in the manufacturing centers.

"This wealth is leaving the rural sections and in fact does not halt in very many of the states, but coagulates in a few large centers where it pays income tax to the national government and the only way to get any of it back is to send it back from the United States treasury.

"The biggest product of the farm goes to the city for nothing. I refer to the boys and girls who graduate at a cost of $2,000 apiece for education and $2,000 apiece for keep and the country loses them to the city permanently, and the money they cost never returns to the rural section. The United States Department of Agriculture advises me that 200 such children leave each county in Iowa annually for the city, a drain of $800,000 each year from each county.

"Education in the country is more expensive than in the city. Consolidated schools make necessary more trucks than teachers.

"Farmers are paying 50 cents out of every net dollar profit on the farm for taxes and 53 percent of these taxes are for schools and the price of land has broken down so that the state tax commissioners are being forced to reduce valuation of land for taxation and this reduces school money.

"If the farmer is to have equality of opportunity, he must first have equality of education and we have come to a place where this equality of education cannot be maintained by the local rural units."

Federal Participation in Education Under Investigation

DR. RAY LYMAN WILBUR, formerly president of the Leland Stanford Jr. University and now secretary of interior under President Hoover, has recently put into action an advisory committee on education of 46 persons prominent in educational circles in this country. The committee has been divided into three sections, one dealing with federal activities in education, a second with federal grants to colleges, and a third with federal grants to schools of less than college grade. This promises to be a committee of great significance to agricultural education. It is headed by Dr. Charles R. Mann, director of the American Council of Education.

In a recent statement on federal participation in education, Dr. Wilbur said:

"It seems to me that there is a distinct menace in the centralization in the national government of any large educational scheme with extensive financial resources available. Abnormal power to mold and standardize and crystallize education, which would go with the dollars, would be more damaging to local government, local aspiration and self-respect and to state government and state self-respect than any assistance that might come from the funds—the place of the national government is not that of supplying funds in large amounts for carrying on the administrative functions of education in the communities but to develop methods, ideals and procedures and to present them to be taken on their merits."

L. J. HOWELL JOHN L. BUTTS

Master Teachers for 1928 in Alabama and Florida

Mr. Howell is one of the four teachers in the Southern Region who has been in the same position since the beginning of Smith-Hughes work in 1917-18. He is located at Reform, in Pickens County, Alabama. R. D. Maltby describes him as "business manager, public servant, and active citizen" of this community.

Mr. Butts is located in a suburb of Miami, Florida, a city of 100,000. He is also general supervisor of the agricultural program of Dale County. His boys are largely trained as gardeners and nurserymen, specializing in subtropical fruits and vegetables and ornamental plants. The work of his classes in beautifying the grounds of the public buildings and parks of Miami will long stand as a monument to them.

California teachers journeyed to their annual conference in six caravans. Definite meeting places and times were set and caravan leaders were designated in advance. Windshield stickers and pennants were used to identify the groups for the benefit of the public. The meeting was held at Santa Barbara the first three days of August. A considerable part of the meeting was under the direction of the Agricultural Teachers Association. The entire California Vocational Association was in session at Santa Barbara at that time.

State Supervisor Ray Fife of Ohio took part this summer in the state conferences of Kansas, Montana, and Utah.

State Teachers' Organizations

REPORTS from 40 of the 48 states indicate that 30 have definitely organized State Agricultural Teachers' Associations. A large number of these associations seem to confine their activities in the main to holding summer and district meetings. A majority, however, have more constructive programs of work, as is evidenced by the following quotations taken from letters written by the officers of these groups:

"We took for our state-wide program the eradication of tuberculosis in dairy cattle. To date many of the teachers have formed associations in their counties to put the program over, while others are working with county agricultural agents. Within this first year 14 counties have completed their sign-ups and have veterinarians at work."

"We pay the expenses of our livestock judging teams to the national contests at the National Dairy Show and at the Kansas City Royal."

"This organization is sponsoring 'The Future Farmers Organization' in the state."

"We are helping our 'Future Farmers' build a state camp."

The Ohio association has purchased group insurance for its members.

The Illinois association sends its president to the annual meeting of the American Vocational Association.

"We have set up definite standards of attainment along the following lines:

(1) Short course and part-time work.
(2) Supervised farm practice.
(3) Community work.
(4) Extra curricular activities.
(5) Promotional activities."

It would seem that the worth of any association is in direct relation to the kind of a challenge issued to it thru its program of work. Any group that can find nothing more challenging to do than to "meet" and "meet again" either is not alive to its opportunities or has little cause "to be." It will live and function in a worthwhile way to the extent that it has vision and action. Every state having at least two vocational agriculture teachers should seriously consider getting these teachers together and formulating some objectives that require concerted action.

Epsilon Chapter of Alpha Tau Alpha, national fraternity of students in agricultural education, has been organized at the University of Florida.

Professor H. M. Hamlin of Iowa State College, is spending a month with the United States Bureau of Education at Washington, assisting with the preparation of the final report on agricultural education to be made on the basis of the Land Grant College Survey.

The first California convention of the Future Farmers of America will be held this year in connection with the state fair. Twenty-eight schools will be eligible to send delegates.

Farm Woodland Unit Worked Up by Extension Man

A COMPLETE farm woodland unit has recently been worked out by D. E. Lauderburn, state extension forester for Mississippi. These job sheets proved to be very timely according to F. J. Hubbard, director of vocational education in Mississippi, who says, "Mr. Lauderburn has been of valuable assistance to the vocational teachers of Mississippi by working out in detail the different steps necessary to carry on a successful evening class in farm woodland management." The Smith-Hughes teachers of this state have realized the need of organized instruction and supervision in farm woodland management, but either did not find the time or were unable to find sufficient data to make up the necessary job sheets.

Here is where Mr. Lauderburn proved of invaluable assistance to the teachers. With a fund of practical knowledge of the different farm woodland problems confronting the farmers and small land owners of the state, he was able to adapt this information to a job analysis basis for the use of the teachers. First the seasonal sequence and importance of the different jobs were recognized and afterwards each job was analyzed with the necessary references. This work was designed specifically for the vocational teachers in giving organized instruction to land owners who in most cases would be classed as evening students. A complete bibliography was set up offering a large list of bulletins and books covering each job. This material was sent to each teacher in the state.

As a result of this unit the vocational teachers in several counties have requested posters which are furnished free by the state forestry department and have supervised tacking them up along roads and trails frequented by hunters and tourists. These posters are usually fire warnings but in some cases they post against trespass.

Mr. Lauderburn has promised to spend some time this summer explaining the farm woodland unit at the different conferences and summer schools for vocational schools. In some cases the teachers have already assembled to receive instruction from Mr. Lauderburn in estimating timber, making plans for fire prevention and other jobs with which they were not familiar. They will now be more capable of teaching those farmers who are interested in attending the classes offered. Mr. Lauderburn plans most of the jobs for the idle season in the summer and winter, enabling the farmer better to distribute his labor thruout the year. Mr. Lauderburn and the state forestry department have cooperated in many ways. Picture shows, posters, blue print of fire fighting devices have thus been made available.

"Every teacher of vocational agriculture in Illinois should read each issue of our new *Agricultural Education* magazine. It is radiant with life, growth, and progress in our chosen field, and will bring both information and inspiration to teachers of vocational agriculture." —Dr. A. W. Nolan in the "Illinois Farm-Mill," July, 1929.

Professor Theodore H. Eaton of Cornell University assisted with the Massachusetts summer conference.

D. E. Lauderburn

Organized Agriculture in Chilton County, Alabama

TEACHERS of vocational agriculture, the farm bureau, the banks, two strawberry growers' associations, the Kiwanis Club, the newspapers and the farmers themselves have joined hands in a county-wide agricultural program in Chilton County, Alabama, as reported by *The Progressive Farmer*.

A unique feature of the arrangement was a meeting early this year of representatives of the five banks of the county with the agricultural leadership of the county at which a definite program was developed to be followed by the bankers in financing the use of fertilizers. Each banker agreed that he would encourage farmers coming to him for financial aid to follow the recommendations of the state college with respect to fertilization. This arrangement has proved most valuable and it is expected that the bankers will be ready soon to make recommendations to their clientele which will be in line with the recommendations of the agricultural college regarding other phases of farm management.

QUEST'S END

He sought it amid the opalescent seas,
On magic isles, where nymphs and mermen played
Beneath the feathery fronds of tropic trees
On golden sands, or dreamed in scented shade;
He quested where vast mountains towered high
With peaks majestic, rugged, proud, like kings
Cloud-crowned and robed with forests —neath a sky
Unmindful of the mad world's bickerings;
He searched for it where white-spired cities gleamed
Amid red deserts, arched by one blue dome
Unmarred by clouds. A hopeless task it seemed,
So wearily the seeker wandered home
To find, beside the brook his worn feet laved,
His humble farm, the paradise he craved.

—Harold Willard Gleason in "Education," May, 1929.

Graduates Employed As Farm Managers

THREE former Arkansas students of vocational agriculture are now managing 3,300 acres of land for the Lee Wilson Plantation. They are Milton Shelby, Vardie Westbrook, and Albert Glascoe, all of whom were students under F. T. Mitchell, now assistant state supervisor, when he was instructor at Wilson.

Glascoe is assistant manager on the plantation's largest farm, embracing 2,000 acres. Shelby, who is but 23 years of age, has 750 acres in charge. Westbrook, who is 25, is manager of Live Oak Farm which contains 640 acres.

All of these men were good students in vocational agriculture. Glascoe was an expert livestock judge and a member of a team that was champion of the South. Shelby was a member of the same team. Glascoe is a graduate of the Mississippi A. and M. College. Shelby spent three years at that institution. Westbrook engaged in farming in Missouri following completion of high school until accepting his present position.

How Does Your State Compare?

SOME of the findings reported in the annual summary of State Supervisor C. L. Davis of Texas are of general interest and may be used by other states in checking upon their own situations. Following are some of the facts regarding the work in Texas as carried out during 1928-29:

Total number of teachers	195
Number of teachers on full-time basis	94
Number of teachers on 85% basis	14
Number of teachers on 75% basis	51
Number of teachers on 50% basis	36
Percentage of teachers who had one or more evening schools	60%
Percentage of teachers having a part-time class	5%
Percentage of teachers having a day-unit class	6%
Number of teachers who have taught:	
1 year	43
2 years	40
3 years	29
4 years	21
5 years or more	59
Average age of teachers	28
Percentage of departments dropping this year	6
Percentage of teachers leaving vocational agriculture n the state	20.5
Reasons for withdrawal of teachers:	
Work not up to standard	11 teachers
Unable to secure desirable positions	10 teachers
Entered other lines of work (promotions)	19 teachers

A New Book on Agricultural Education

SHEPARDSON, Whitney H. *Agricultural education in the United States.* New York. The MacMillan Co. 1929. 118 p.

This is a report of an investigation made a number of years ago under the auspices of the General Education Board. The author is a man of capacity and broad training who has looked upon what is under way in agricultural education from the standpoint of a general educator. The book has the strengths and weaknesses that would be expected under the circumstances. It deals mainly with the agricultural college. Vocational agriculture of secondary grade is treated in a half dozen pages. Teacher-trainers will be most interested, of all the workers in our field, in this new publication.

A Class Project in Dairying

C. E. KIRK,
Bridgeport, Illinois

THE Dairy Club of the Bridgeport, Illinois, Township High School has just completed the work of the club for the year. This club organized in the animal husbandry class each year elects officers, borrows money, buys cows, feed, and insurance, sells milk and handles the financing. The money is borrowed from the bank, the cows and feed are bought locally and the whole milk is bottled and delivered to customers.

Various committees are appointed for each business of the club. The boys divide the work into shifts varying from two to four weeks in length. The cows are kept in a barn belonging to the school and on the school property. Each piece of business is discussed in the classroom and must be passed by a majority vote. The teacher acts only in an advisory capacity.

Daily records are kept by the boys doing the work and later summarized by the class. Each member records the summary in his note book for use in completing the records at the end of the year. All money is handled by bank checks and the treasurer makes a report at the end of each month.

The benefits of the project are greater than can be realized. The profits are divided at the end of the year and the money return causes more interest in the work than any other one thing. When boys are interested they learn.

The following is a summary of the results of six months' business:

Quarts of milk delivered.....	9,393
Value of sales.....	$1,105.22
Total feed cost.....	556.83
Returns above feed cost.....	$ 548.39
Interest, insurance and miscellaneous expense	199.47
Paid in profits to boys.....	348.92

The Maryland Memorandum of Understanding

(Concluded from page 7)

clearest mutual understanding between the workers involved. With a prospect of none too many workers in each field it is highly essential in this activity as well as in all others of related interest that the team spirit which is now manifest between the two services continue all along the line in order that the interests of rural life be served to the fullest extent possible with the facilities available for the two types of work.

Conference Committee

T. B. Symons, director, extension service; F. B. Bomberger, assistant director, extension service; E. I. Oswald, district agent; H. R. Shoemaker, county agent; O. W. Anderson, county agent; H. M. Carroll, county agent; E. G. Jenkins, state club agent; J. D. Blackwell, director of vocational education; H. F. Cotterman, professor of agricultural education; L. G. Worthington, assistant, agricultural education; Earl C. Baity, teacher of agriculture; Harry McDonald, teacher of agriculture; Donald Watkins, teacher of agriculture.

County-Wide Agricultural Co-operation in Texas

(Concluded from page 3)

Saage of Rogers, F. L. Poole of Troy, and County Agent J. M. Parks.

The club meets the first Monday night in each month at the county agent's office in the courthouse at Belton.

Each teacher sends in a report of his work to the president once each month, adding anything else he considers important for the agricultural program of Bell County. These individual reports are combined and are sent out in a news letter to each member of the organization about the fifteenth of the month.

In Eastland County

THE five teachers of vocational agriculture in Eastland County are in charge of the agricultural programs of their respective chambers of commerce. Co-operation among them and with the county agent has been especially necessary and unusually good.

Frequent meetings of all of the agricultural workers of the county are held for the discussion of the agricultural program for the county. During 1928, this group co-operated in holding 15 fairs and livestock shows, a county-wide poultry show at Ranger, a hog show at Carbon, a dairy show at Cisco, and a farm crops show at Eastland. Co-operation on five evening schools resulted in the formation of two bull circles, bringing in 23 Jersey bulls; the formation of five sweet cream routes and a parcel post testing association. Five hundred cows have been on test since February.

Our Leadership in Agricultural Education

(Concluded from page 10)

first, last, and all the time. Like the great Teacher of old, he believed in upbuilding of the common people and in giving the forms of education which would be most helpful to them in their daily lives and in their work with their fellow men.

"Dr. Storm is by nature a man with great vision of forward movement. His farsightedness causes him to exhibit a wonderful ability in planning all details of any undertaking well in advance. His extreme practicalness caused him, early in his training of teachers in agricultural education, even before the Smith-Hughes law was in operation, to develop methods which are now considered among the very best. He was a leader in the visual education world and set movements at work in his department for the formulation of visual education methods. He has trained many of the best vocational agricultural people of the North and West. If his trainees were to be compared with all the other trainees in the field of agricultural education in the nation, they would not be found wanting in the comparison. Indeed, it has been my pleasure to note the outstanding character and ability of his trainees. He has the ability to develop the best in others with whom he comes in contact. He sees the good in others and brings it out in the best ways possible. He has a strong trustfulness in the good of mankind.

"His books show great ability in making analyses of problems and his clear, concise teaching ability and his direct, terse diction are worthy of emulation.

"Like Bacon of old, he has learned that 'reading maketh a full man; conference a ready man; and writing an exact man,' and he has attained all three of these qualities in the highest degree.

"Dr. Storm leads and, I believe, always has lead, a very strenuous life. He has no let up in work, no rest, but shows no tiring. He exhibits wonderful endurance, both physically and mentally. His physical endurance has been shown by his recent overcoming of a terrible malady which threatened his life. He is an indefatigable worker. Always with a tenacity of purpose and independence of spirit, he drives toward his end with the utmost vehemence. Whenever he is working on any committee or with any group, he naturally takes the leadership and is the center of the movement. Someone has said that he is the 'Storm' in every movement in which he participates. He always has the ability to out-Herod Herod.

"Dr. Storm has few, if any, equals as an organizer and director for instructional groups. This is partly due to his insight into the ability of others with whom he works, because of his insight into the needs of the groups to be handled, and because of his ability to arrange every detail. He is the greatest organizer of short courses in America.

"With all of the above-mentioned traits and characteristics which stand out so prominently in his life and work, one likes to think of Dr. Storm as a gentle husband, a wise father, an inspiring teacher, an illuminating leader, an encouraging friend, and a generous brother."—(Prepared by Professor A. M. Field, University of Minnesota.)

An Ohio Agricultural Co-operative Arrangement

(Concluded from page 4)

The records and accounts which they have kept are the source of a clear and valuable economic picture of the agriculture of the county. Thru them Anderson has made innumerable contacts with influential farmers in the county, and with farmers whom he has been able to assist. Thru the keeping of these accounts, he believes, there has been awakened a new spirit of interest and ambition which is a telling factor in the rural life of the county.

Recently the extension service specialists made a farm business summary of the county which comprised complete records of the business transactions on 67 farms. Of the 67 records, 46 were kept by Smith-Hughes boys.

So it has gone for 11 years. Experimental work done on Smith-Hughes projects has yielded data valuable to the county agent and has reached adults as well as students; in financing, marketing, advising, organizing, planning, the county agent has held up the hands of the Smith-Hughes teachers; 4-H clubs have directed and trained for vocational agriculture the best of the boys in the rural communities of the county; the vocational agriculture teachers have backed and upheld the club work.

"It all goes back to that one basis. We have recognized, all of us, that we have but one objective, and that objective is bigger than we are, bigger than our jobs are, bigger than the organizations we represent. That is the story of co-operation between vocational agriculture teachers and the agricultural extension service in Knox County. There are no problems in co-operation when everybody wants the same thing," says Anderson.

Farm Mechanics Department

Practical Farm Mechanics

JOHN U. RENCHER,
Farm Mechanics Instructor,
Burley High School, Burley, Utah

IT HAS been my experience, during several years of shop teaching, that the work is simplified, while greater results are obtained, by dividing the year's program into about six *major units*, as follows:

1. Farm woodwork.
2. Farm forging (including machinery repair).
3. Sheet metal work.
4. Harness repair.
5. Concrete construction.
6. Auto mechanics.

Each of these major units is subdivided into "*teachable teaching units*." Such units in the farm woodwork section for a first year class might be:

1. Care, repair and sharpening of woodworking tools.
2. Building farm gates, feed troughs, and handling crates.
3. Building self-feeders of all kinds.
4. Building hay racks, beet racks, etc.,
5. Glazing.

The units in farm woodwork for a second year class might be:

1. Practical building construction.
2. Painting of buildings and wood finishing.
3. Saw filing.

Procedure in Harness Repair Unit

As an illustration of the method of procedure in handling a unit, I am selecting the major unit of harness repair work, because it may be treated briefly and can be handled uniformly thruout the country.

The following is a list of fundamental operations in harness repairing:

1. Planning and selecting leather.
2. Measuring and cutting leather.
3. Blacking and creasing.
4. Setting buckles, snaps and rings.
5. Skiving and splicing.
6. Stitching.
7. Riveting.
8. Punching holes.

I have found it a mistake, both because of the quality of the work done and the interest of the boy, to start the boy on a general repair job at first, as old leather is very hard to work. I give him, as a first job, the twisting and waxing of a waxed end. Just as soon as he is capable of producing a good thread, which ordinarily will be on his second or third try, he is given a simple article, a hame strap, to make. I have selected the hame strap because good harness leather is expensive and no great loss is incurred if a hame strap is spoiled, because every farm boy can use two or three to advantage, and because the making of it involves every fundamental of harness work except riveting. Each boy is required to make at least two hame straps.

The next of the units to be taken up is the construction of a breast-strap. Every one of the fundamentals of harness work is again brought in. A pair of these is made at a cost, when the leather is purchased wholesale, no greater than the cost of one at a retail harness store.

One of the greatest objections to home harness repair jobs, as practiced by most farmers, is that great quantities of rivets are used, so that a good rule to follow in the shop is, "Do not use a rivet where stitching will do." The next unit should then involve as many of the fundamental operations as possible, but should stress stitching. Pole straps are the best for this purpose. Lines, bellybands, bridle-fronts, and bridles involve a good deal of stitching, besides offering an opportunity to work in soft leather. This work may later be used to replace wornout parts in doing general repair jobs.

The average boy is now ready for the largest and hardest of the teaching units, general harness repair. He should be expected to repair completely at least one set of harness that is in a badly run-down condition.

The last unit is oiling. The method of oiling to be taught is not so important as the teaching of the importance of keeping the leather in a harness clean and pliable by the use of a good brand of harness oil.

The Source of Shop Activities

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THERE is great variation among the different states, and sometimes among schools in the same state in the amount of time given to so-called shop work. The differences in the kinds of shop work emphasized in different schools is fully as great as the differences in quantity. The balance of opinion seems to waver between selecting work that is of immediate vocational importance to the boy and work that is of potential vocational importance, justified by the development of skills that are expected to function at some future time.

Both points of view have their proponents, yet it is safe to say that the majority of teachers of vocational agriculture are overlooking a source of shop activities that will meet the most searching inquiries as to vocational appropriateness. The farm home and the home farm will provide many jobs true to life and in a natural setting that is foreign to much of the work carried on in the school shop. Is it not inconsistent to confine the boy to the building of new projects in the school shop when the barn door at home is hanging by one hinge; when the henhouse roof needs repairing and when a walk in disrepair constitutes a daily menace to the family? It is not that no one has time to do these things; too often small repair jobs that might be done in a few minutes are neglected for months.

Perhaps no type of instruction is more in harmony with our vocational objectives than developing in the boy an attitude which will lead him to take note of the jobs to be done about the farm and home and impel him to do them.

This can be done by setting aside a day occasionally for a "home" shop day as it is called in our school. The day will be announced well in advance so that the boys can look about the home premises for suitable jobs, a list of which will be submitted to the teacher in advance. The advance submission of this list is vital to the success of the home shop day, otherwise much time will be frittered away, and no opportunity given for securing hardware, lumber or paint that is needed to finish a job.

It is understood that each boy is working on his own responsibility. During the day the teacher will visit as many homes as possible in order to check up and help with suggestions. If it is impossible for him to visit all the homes he can complete checking during his next project visitation trip. To complete the checking the boys are required to submit a list of jobs done with the approximate amount of time used for each.

Of course the teacher will encounter obstacles in carrying out this plan. The boy must necessarily be in school for his other classes. Where students are carried in school buses this means that he must find his own way to school if his shop time comes in the morning. This, however, can generally be arranged. If satisfactory arrangements cannot be made the boy will come to school as usual and be given work either in the school shop or classroom.

Sometimes the parent feels that the boy is available for any sort of work as long as he is not in school. The boys and the parents should both understand that the time is not to be used for field or other routine work unless in connection with the home project. A letter from the teacher to the parents will help to establish this understanding.

Boys living in town are sometimes unable to find sufficient work of this character. They are usually willing to help some friend on the farm and where an advance list of work is submitted and a final report made, this arrangement is satisfactory. Tuition pupils coming from a great distance face a similar problem which can be met in the same way or by employing them at the school.

The foundation is laid for the solution of most of these problems by properly preparing the mind of the boy for the home shop day. The teacher may "put it up to" the class as to whether or not they shall have the home day, emphasizing the fact that if they cannot find a satisfactory list of jobs to do, or if too many cannot provide their own transportation, or if they are to be required by parents to do field work, that it will be impossible to carry out the idea. In this way the student shares the responsibility of overcoming the obstacles.

Following is a list of jobs done at home by boys enrolled in agriculture in our school:

Putting barn door on track.
Putting screens on brooder house.
Fixing calf pen gate.
Putting on plow lay.
Painting kitchen woodwork.
Putting roof on pig shed.
Fixing walk.
Putting roofing paper on brooder house roof.
Sharpening mower sickle.
Repairing fence.
Fixing barn door.
Making gate.
Painting back porch and ice box.
Making chicken coops.
Fixing house screens.
Driving 50 steel posts.
Fixing porch swing.
Setting up brooder stove.
Putting chain and markers on lister.
Repairing gas engine.
Sodding yard.
Making hens' nests.
Planting trees.
Fixing lawn mower.
Painting hay rack.
Painting hay stacker and sweep.
Putting hinges and hook on barn door.